

Driving the Development of Library Spaces by Supporting and Sharing the Scholarship of Learning Spaces

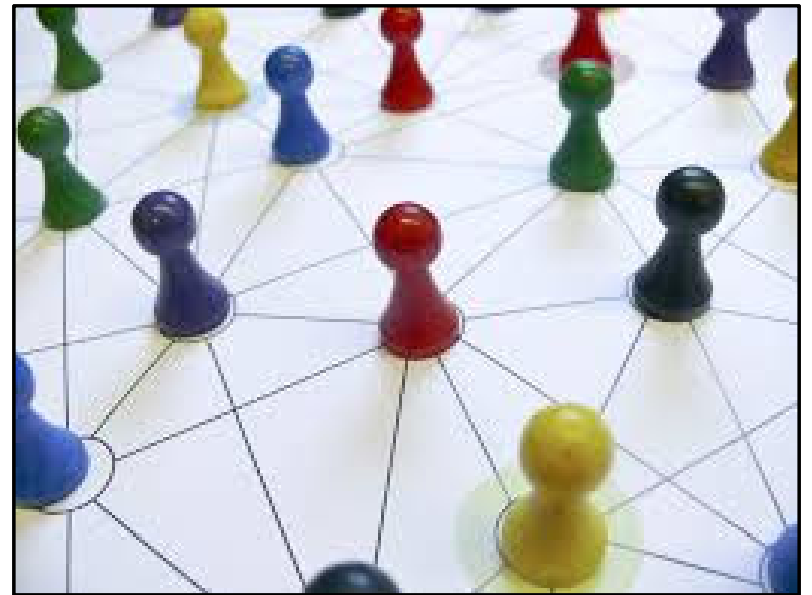
Anna R. Craft
Coordinator of Metadata
Services
UNC Greensboro

Michael Crumpton
Assistant Dean for
Administrative Services
UNC Greensboro

LAUNC-CH conference. Chapel Hill, NC. March 11, 2019

Why are we here?

- Connect with and learn from others involved in library space research, design, and assessment
- Raise awareness of the *Journal of Learning Spaces* and current learning spaces scholarship



<http://libjournal.uncg.edu/jls/index>

What are we talking about?

- The *Journal of Learning Spaces*
- *JLS* as an open access journal
- *JLS* impact at UNCG
- *JLS* assessment

The logo for the Journal of Learning Spaces is enclosed in a black rectangular border. It features the text "JOURNAL OF" in a small, light blue, serif font at the top. Below it, the words "LEARNING" and "SPACES" are stacked vertically in a larger, dark blue, serif font.

JOURNAL OF
LEARNING
SPACES

<http://libjournal.uncg.edu/jls/index>

Why are you here?

What learning space topics are you interested in?

What information needs do you have in relation to learning spaces?

What topics do you think learning
space scholars are writing and
publishing on?

[illegible]

Journal of Learning Spaces: Recent article topics

Research-informed Active learning

Active pedagogy Transformative design

Learning spaces Technology-enhanced

Evaluation Classroom design Impact

Academic interior architecture

Collaboration Student engagement

JOURNAL OF LEARNING SPACES



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Home > **Vol 6, No 3 (2017)**

Journal of Learning Spaces

Announcements

No announcements have been published.

[More Announcements...](#)

JOURNAL CONTENT

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Vol 6, No 3 (2017)

<http://libjournal.uncg.edu/jls/index>

Journal of Learning Spaces

- First issue published in 2011; thirteen issues published to date
- Peer-reviewed
- Articles published as open access PDFs; content freely available to anyone with an internet connection
- Created to fill a gap in the professional literature, and to help direct campus involvement in space design

<http://libjournal.uncg.edu/jls/index>

What is the *Journal of Learning Spaces*?

"A scholarly, multidisciplinary forum for research articles, case studies, book reviews, and position pieces related to all aspects of learning space design, operation, pedagogy, and assessment in higher education."

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JOURNAL OF
LEARNING
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What are “learning spaces”?

Learning is the process of acquiring knowledge, skill, or understanding as a result of study, experience, or teaching.

Learning spaces are designed to support, facilitate, stimulate, or enhance learning and teaching.

Learning spaces encompass formal, informal, physical, and virtual environments.



<http://libjournal.uncg.edu/jls/index>

Learning spaces: Not just libraries

- Academic libraries
- Academic residential spaces
- Campus landscapes
- Computer labs, makerspaces, and other technology-rich spaces
- Higher education classrooms
- K-12 classrooms



What can we learn from spaces
outside the library?

How can external spaces influence
space decisions in the library?

Journal of Learning Spaces
Volume 1, Number 2. 2012

Promoting Active Learning in Technology-Enhanced Learning Spaces at the University

Sam Van Horne Cecilia Murniati Jo
The University of Iowa The University of Iowa The

In this case study, the authors describe the success of technology-infused TILE classrooms at the University of Iowa. The campus units devoted to instructional technology and the TILE Initiative has provided instructors with a new set of tools. The authors detail the implementation of the TILE Initiative and how instructors design effective instruction for these spaces that helps improve the process of ensuring faculty and student activities in a technology-infused learning environment.

Journal of Learning Spaces
Volume 6, Number 3. 2017



ISSN 21586195

Reforming the Environment: The Influence of the Roundtable Classroom Design on Interactive Learning

Caroline S. Parsons
The University of Alabama

Journal of Learning Spaces
Volume 6, Number 3. 2017



ISSN 21586195

The Cube and the Poppy Flower: Participatory Approaches for Designing Technology-Enhanced Learning Spaces

Diogo Casanova
Kingston University London

Paul Mitchell
Kingston University London

Journal of Learning Spaces
Volume 4, Number 1. 2015



ISSN 21586195

Learning Theory Expertise in the Design of Learning Spaces: Who Needs a Seat at the Table?

Michael M. Rook
The Pennsylvania State
University

Kou
The Penn
Un

ISSN 21586195

How to Overcome First and Second-Order Technology Integration

Deborah L. Holly
Higher Education

Carla A. Costello
The College of William and Mary

<http://libjournal.uncg.edu/jls/index>

JLS and libraries

Journal of Learning Spaces
Volume 5, Number 2. 2016

Learning space attributes: reflections on academic
library design and its use

Heather V. Cunningham
University of Toronto

Susanne Tabur
University of Toronto

Communicating the Library as a Learning Environment

Danuta A. Nitecki
Drexel University

Katherine Simpson
American University

From Commons to Classroom: The Evolution of Learning Spaces in
Academic Libraries

Victoria Karasic
University of Pennsylvania

Journal of Learning Spaces
Volume 4, Number 1. 2015

Makerspaces in the Library: Science in a Student's Hands

Kristi D. Julian
East Tennessee State University

Deborah J. Parrott
East Tennessee State University

Designing Mobile Technology to Enhance Library Space Use:
Findings from an Undergraduate Student Competition

David Ward
University of Illinois

Jim Hahn
University of Illinois

Lori S. Mestre
University of Illinois

JLS: Who makes this happen?

- <http://libjournal.uncg.edu/jls/about/editorialTeam>
- Production team: editor-in-chief, managing editor, copy editors, layout editors – some at UNCG, some at other universities
- Editorial and advisory board members from universities and research institutions across the country
- Peer reviewers – experts in the field
- OJS system hosting, training, and support by UNCG University Libraries

<http://libjournal.uncg.edu/jls/index>

JLS: Multidisciplinary authors

- Academic Associate, Teaching and Learning Services
- Adjunct Professor
- Assessment & Reference Librarian
- Assistant Director of the Center for Women in Technology
- Assistant Professor, Curriculum and Instruction
- Associate Professor of Leisure, Youth and Human Services
- Center for Regional Studies Graduate Fellow
- Coordinator of Library Services for Distance & Online Learning
- Dean of Libraries
- Design Lecturer, Department of Interior Architecture
- Director of Teaching and Learning Services
- Orientation Services and Environment Librarian
- Research and Policy Analyst
- Television Production Manager, Information Technology Services

JLS: National scholarship

- 
- Auburn University
 - Ball State University
 - Buffalo State, State University of New York
 - Dartmouth College
 - Eastern Kentucky University
 - Lorain County Community College
 - Michigan State University
 - Oregon State University
 - Purdue University
 - Queens University of Charlotte
 - University of Alabama
 - University of Florida
 - University of Iowa
 - University of Kentucky
 - University of Maryland, Baltimore County
 - University of Minnesota
 - University of New Mexico
 - University of North Carolina Chapel Hill
 - University of Northern Iowa
 - University of Pennsylvania
 - University of Tennessee Chattanooga
 - University of Wisconsin-Madison
 - Virginia Commonwealth University
 - William & Mary

JLS: International scholarship

- **Australia**

- James Cook University
- LaTrobe University
- Royal Melbourne Institute of Technology

- **Canada**

- Lethbridge College
- McGill University
- University of Toronto

- **China**

- Beijing Normal University
- Shanghai Normal University

- **England**

- Kingston University London
- Liverpool John Moores University
- University College London

- **Hong Kong**

- City University of Hong Kong

- **Israel**

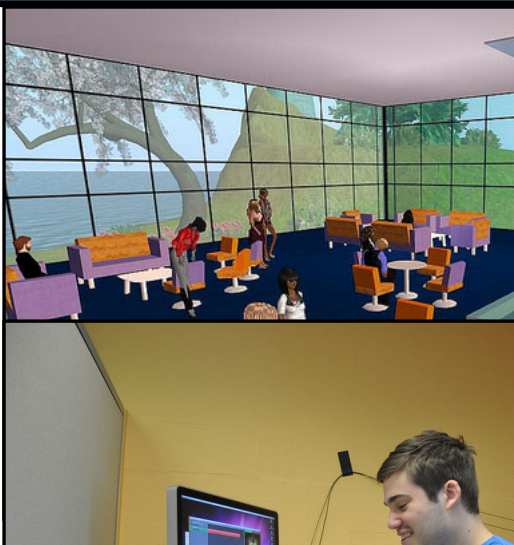
- Technion - Israel Institute of Technology
- Tel Aviv University

Content expertise: not just for authors



PEER REVIEW CRITERIA GUIDE





Open Access?

+ ? <--> !?

Learning Spaces?



Open Access (OA)



“Research outputs which are distributed online and free of cost or other barriers.”

- Wikipedia

Why is Open Access important?



1. **Accelerated discovery**
2. **Public enrichment**
3. **Improved education**

- Public Library of Science (PLOS)

Open Access publication models

1. Traditional OA*
 - a. Fully OA journal. Journal production costs may be funded by subsidies, article processing charges (APCs), advertising, membership fees
2. Hybrid OA
 - a. Journal with only some OA content (likely funded via APCs)
3. Delayed OA
 - a. Content is OA after an initial embargo period
4. Self-archiving
 - a. Author posts copies of his/her own work (published elsewhere) in an institutional, subject-specific, or other online repository

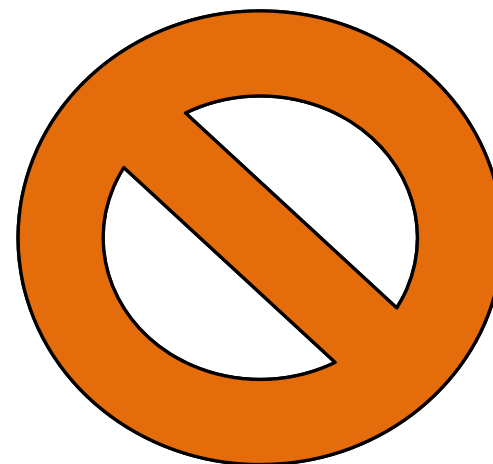


Predatory / exploitative journals (not limited to OA) charge publication fees to authors without providing peer review, editing, and other publishing services

Such journals sometimes contact potential authors directly, trying to solicit submissions

Is it a legitimate journal / publication?
Librarians can help answer that question

When OA goes bad



Is it legitimate?

- Peer review process / criteria?
- Copyright policies?
- Journal aims and scope?
- Publication fees – stated and explained?
- ISSN (International Standard Serial Number)?
- Indexing, ranking, metrics?
- Listed in [DOAJ](#)?
- Publisher registered with [OASPA](#)?



{ PREDATORY

PHONY VS

PUBLISHING }



Little contact information is given and what is given is suspect

STOP

Amateurish page design: clashing colors and graphics, distracting background images, scrolling links, clip art, etc.

Lists of seemingly arbitrary keywords are often used as an ill-advised attempt to boost search engine optimization

False metrics or identifiers such as Impact Index, ISI, or CiteFactor*

Guarantee of manuscript acceptance and publication or unrealistic turn-time

Text is often full of errors or questionable grammatical choices and may lack context

The project incubates milestones & cutting edge research and discoveries for the year 2014 which have potential to catalyze the domain.

Some elements on the site seem to have a random or indeterminate purpose, like scrolling text and images that don't link anywhere



The list of issues and articles is hard to find, haphazard, or non-existent



No statement about ethics or affiliation with industry organizations such as COPE, CSE, ICMJE, etc.



The journal website is hosted by an unknown company or free platform that

*For more information on predatory publishing, see the following links: <http://www.elsevier.com/locate/journals/predatory>

LEGIT

PUBLISHING }

Contact information is thorough and accurate

Mobile optimization is often a prominent feature

The list of issues and articles is complete and easy to find

GO

Statement about journal's ethics policy or membership in COPE or similar organization

Text and navigation are clear, accurate, and helpful

Professional, modular page design



Everything on the site has a purpose

All the links work

The journal website is hosted by a reputable publisher or technology partner that is well known

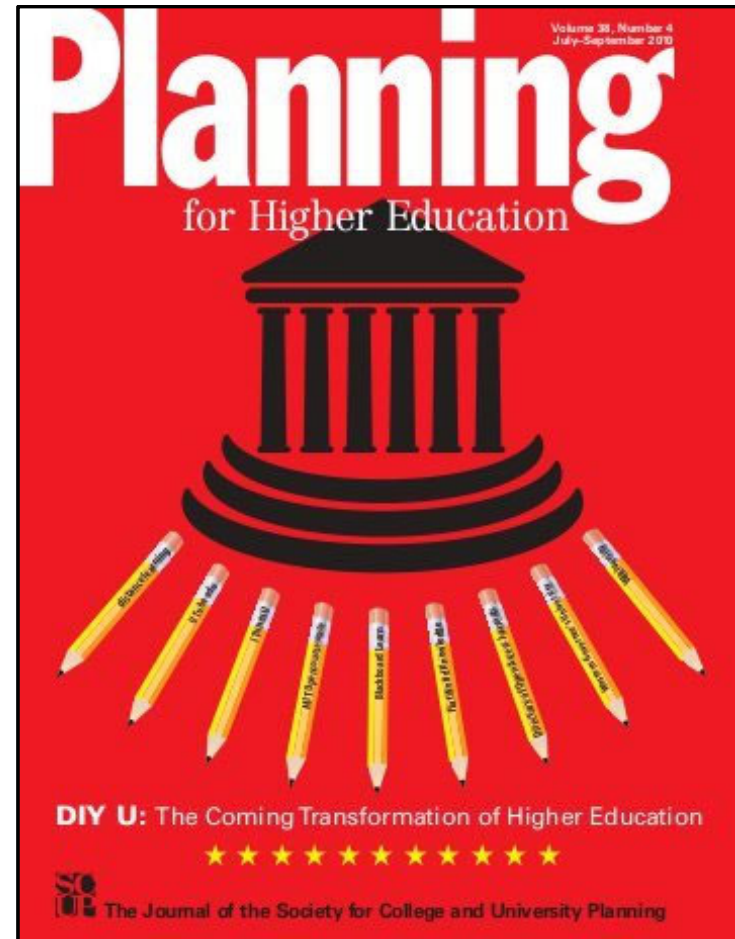
Industry standard metrics are clearly displayed



Still having doubts? Check out other articles published by the journal, review submission and peer review guidelines for additional information, or contact authors or editors listed on the site to ask questions. A little extra time and attention can save you the hassle

http://library.stonybrook.edu/wp-content/uploads/2015/03/29_infographic-expand.png

Non-OA journals, supported by advertising



How has *JLS* supported our work?

- Furthered OA commitment and opportunities
- Supported development of campus initiatives and partnerships
- Informed implementation of new technologies and practices



Open Access publishing value

- Strengthen campus relationships
- Meet needs of campus faculty
- Provide opportunities for education
- Support new publishing models
- Facilitate content creation
- Demonstrate commitment to open access



Libraries as OA publishers

Many libraries already:

- Support and manage electronic systems and metadata to facilitate resource discovery
- Develop relationships with content experts
- Develop relationships with publishers
- Purchase, manage, and deliver serial content
- Digitize and provide online access to local and unique content

Open Access education opportunities

Supporting Open Access Publishing via Open Journal Systems

Open Journal Systems

- The University Libraries host this open-source software which is designed to assist in the publication of peer-reviewed open access journals.
- We currently host twelve active journals, with topics ranging from archives to mathematical statistics.
- Learn more: <http://libjournal.uncg.edu/>

Open Access coalition

SPARC

<https://sparcopen.org/>

Libraries as Publishers: One Library's Experience Creating and Supporting Open Access Journal Publication

Michael Crumpton
Assistant Dean for
Administrative Services



Open Educational Resources

"Teaching,
in the public
intellectual
and re-pur



Open Access coalition-building

DOAJ

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<https://doaj.org>



Open Textbook Network

WE ARE A COMMUNITY
DEDICATED TO RESULTS

600+ Campuses
represented

**\$8.5
Million** Student savings by
OTN members

Innovative Learning Spaces Council at UNCG

- Facilities
 - Design & Construction
 - Operations
- Information Technology Services (ITS)
- University Libraries
- University Teaching and Learning Commons (UTLC)

Innovative Learning Spaces Council: Mission/Goal

"Inspiring spaces that enhance learning and foster creation of new knowledge"

Innovative Learning Spaces Council: Charge

The Innovative Learning Spaces Council (ILSC) will **encourage innovation and creativity in the management of campus spaces** and represent to the Provost, concerns, needs and recommendations related to learning spaces and related technologies. Learning Spaces, referring to **all campus spaces in which learning can occur**, should be considered an important tool within the pedagogical environment and this council will consider all aspects of enhancement including appropriate use of technology and ongoing or changing needs. The ILSC, with representation from ITS, UTLC, University Libraries, space management and other parties of interest, will investigate and develop sustainable and systematic models of efficiencies and develop environmental scans for **best practices on the establishment of learning spaces that foster innovation and creativity**.

Innovative Learning Spaces Council: Impact

- Collaborative grant projects
- Collaborative space design
- Enhancement of technology in campus learning spaces

What have we learned from spaces
outside the library?

JLS: Impact in the UNCG University Libraries

- Creation of Digital ACT (Action, Consultation, and Training) Studio
- Informed development of new teaching lab
- Informed development of master space plan
- Created connections with scholars, librarians, and organizations involved in learning spaces
- Informed methods of assessment of spaces and their contents

JLS: Impact in the UNCG University Libraries

Journal of Learning Spaces
Volume 1, Number 1, 2011

Learning Space Spotlight:

Informal Learning Space: Noel Studio for Academic Creativity
Crabbe Library, Eastern Kentucky University



Studio Monitor Wall, courtesy of Noel Studio.



Studio Greenhouse, courtesy of Noel Studio.

THE DIGITAL ACT STUDIO

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The Digital ACT (Action, Consultation, and Training) Studio is one of the Multiliteracy Centers at UNCG. DACTS supports students, faculty, and staff in their effective creation of digital projects through consultations and workshops.

JLS: Impact in the UNCG University Libraries



JLS: Assessment

- Usage statistics
- Topic analysis
- Citations and references

Performance Rating	Vol 1, No 1 (2011)	12/15/2011	HTML	9,390	PDF	4,204	13,5
One First and Technology	Vol 2, No 1 (2013)	4/23/2013			PDF	10,025	10,0
Learning Spaces	Vol 4, No 1 (2015)	7/8/2015	HTML	8,114	PDF	1,158	9,2
Faculty and Student Designs	Vol 2, No 2 (2013)	12/23/2013	HTML	7,801	PDF	1,001	8,8
The tablet-arm	Vol 2, No 2 (2013)	12/23/2013	HTML	7,647	PDF	1,110	8,7
At the stage for	Vol 1, No 2 (2012)	6/11/2012	HTML	7,450	PDF*	219	7,6
Learning: The moral, affective							

Harvey, E. J. & Kenyon, M. C. (2013). Classroom seating considerations for 21st century students and faculty. *Journal of Learning Spaces*, 2(1). Retrieved from: <http://libjournal.uncg.edu/jls/article/view/578>

Henshaw, R. G., Edwards, P. M., & Bagley, E. J. (2011). Use of swivel desks and aisle space to promote interaction in mid-sized college classrooms. *Journal of Learning Spaces*



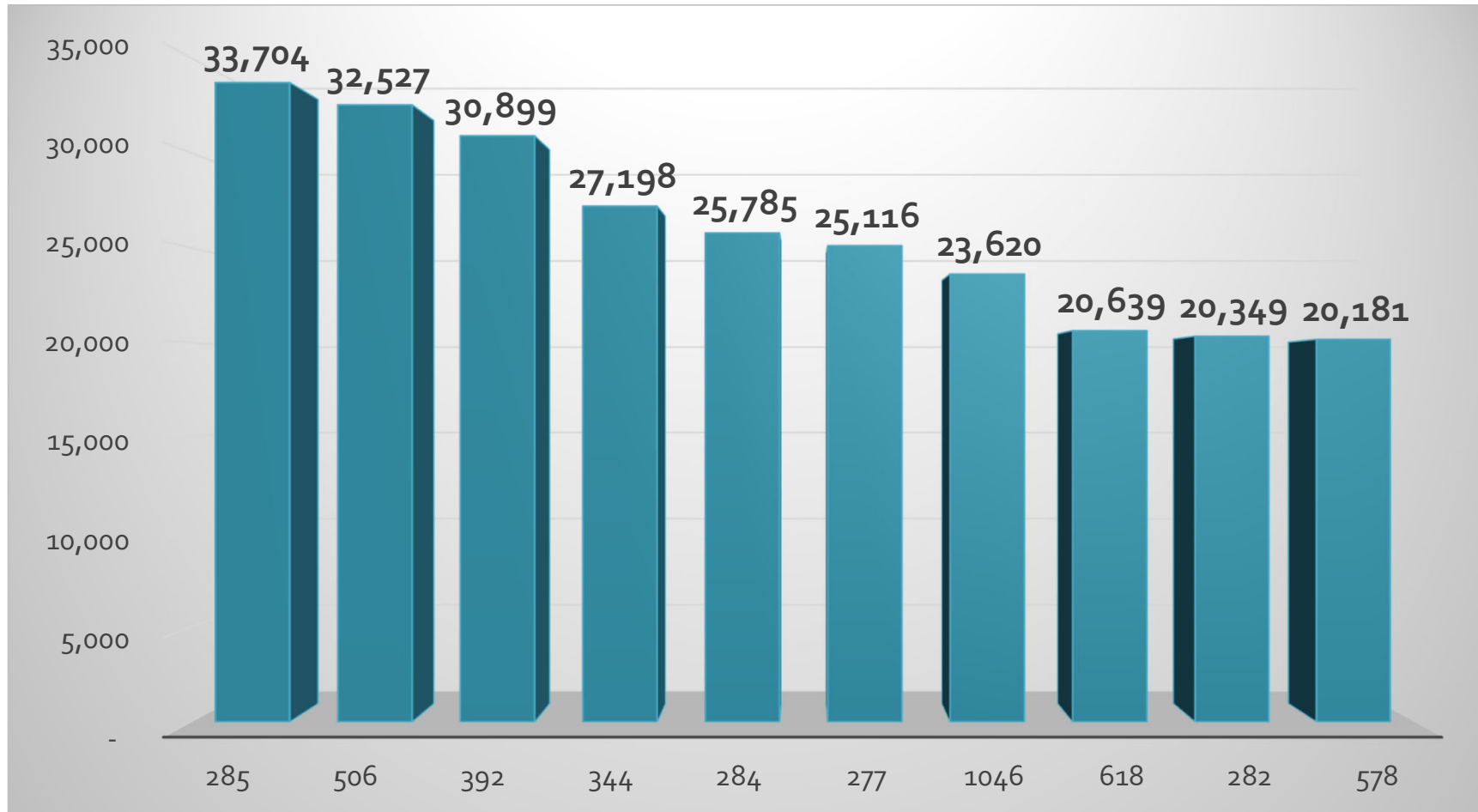
Word usage analysis of article titles revealed that the four most commonly used words are **learn**, **space**, **design**, and **student**. Followed by this are **classroom**, **library**, **university**, **academic**, and **teach**.



Learn	30	Library	8	Common	3	Instructor	3	Use	3
Space	29	University	8	Review	3	Faculty	3	Book	3
Design	10	Academic	5	Active	3	Community	3	Consideration	2
Student	10	Teach	4	Impact	3	New	3	Analysis	2
Classroom	9	Collaborative	3	Collaboration	3	Living-Learn	3	Intentional	2

Article	Issue	Date published	File Type	Count	File Type	Count	Total
Space and consequences: The impact of different formal learning spaces on instructor and student behavior	Vol 1, No 2 (2012)	6/11/2012	HTML	26,774	PDF	6,930	33,704
Indoor Environmental Quality of Classrooms and Student Outcomes: A Path Analysis Approach	Vol 2, No 2 (2013)	12/23/2013	HTML	28,685	PDF	3,842	32,527
Learning space attributes: reflections on academic library design and its use	Vol 1, No 2 (2012)	6/11/2012	HTML	18,475	PDF	12,424	30,899
Promoting Active Learning in Technology-Infused TILE Classrooms at the University of Iowa	Vol 1, No 2 (2012)	6/11/2012	HTML	23,967	PDF	3,231	27,198
Learning Space Service Design	Vol 1, No 1 (2011)	12/15/2011	HTML	20,563	PDF	5,222	25,785
Use of swivel desks and aisle space to promote interaction in mid-sized college classrooms	Vol 1, No 1 (2011)	12/15/2011	HTML	20,475	PDF	4,641	25,116
Learning Theory Expertise in the Design of Learning Spaces: Who Needs a Seat at the Table?	Vol 4, No 1 (2015)	7/8/2015	HTML	22,529	PDF	1,091	23,620
Building of Requirement: Liberating Academic Interior Architecture	Vol 3, No 1 (2014)	8/19/2014	HTML	19,871	PDF	768	20,639
Designing informal learning spaces using student perspectives	Vol 1, No 2 (2012)	6/11/2012	HTML	15,230	PDF	5,119	20,349
Classroom Seating Considerations for 21st Century Students and Faculty	Vol 2, No 1 (2013)	4/23/2013			PDF	20,181	20,181
Collaborative knowledge creation in the higher education academic library	Vol 3, No 1 (2014)	8/19/2014	HTML	16,964	PDF	497	17,461
New Media: Engaging and Educating the YouTube Generation	Vol 1, No 1 (2011)	12/15/2011	HTML	12,431	PDF	4,464	16,895
The Case for a Learning Space Performance Rating System	Vol 1, No 1 (2011)	12/15/2011	HTML	9,390	PDF	4,204	13,594

JLS: Top ten most-viewed articles



JLS: Top ten most-viewed articles

1. Space and consequences: The impact of different formal learning spaces on instructor and student behavior, 2012
2. Indoor Environmental Quality of Classrooms and Student Outcomes: A Path Analysis Approach, 2013
3. Learning space attributes: reflections on academic library design and its use, 2012
4. Promoting Active Learning in Technology-Infused TILE Classrooms at the University of Iowa, 2012
5. Learning Space Service Design, 2011
6. Use of swivel desks and aisle space to promote interaction in mid-sized college classrooms, 2011
7. Learning Theory Expertise in the Design of Learning Spaces: Who Needs a Seat at the Table?, 2015
8. Building of Requirement: Liberating Academic Interior Architecture, 2014
9. Designing informal learning spaces using student perspectives, 2012
10. Classroom Seating Considerations for 21st Century Students and Faculty, 2013

JLS: Most-viewed library-related articles

1. Learning space attributes: reflections on academic library design and its use, 2012
2. Collaborative knowledge creation in the higher education academic library, 2014
3. Designing mobile technology to enhance library space use: Findings from an undergraduate student competition, 2015
4. Uncommons: Transforming dusty reading rooms into artefactual, "third space," library learning labs, 2015
5. Collaborations beyond the cave: A consideration of the sacred in the creation of collaborative library spaces, 2013
6. 2120 Learning Lab, University Library, Indiana University Purdue University Indianapolis, 2013
7. From commons to classroom: The evolution of learning spaces in academic libraries, 2016
8. Makerspaces in the library: Science in a student's hands, 2017
9. Communicating the library as a learning environment, 2016
10. Creating the high-functioning library space, 2017

JLS: Get involved

- **Read**

- <http://libjournal.uncg.edu/jls/issue/archive>

- **Review**

- Interested in being a peer reviewer? Get in touch!

- **Write**

- JLS publishes research manuscripts, position pieces, case studies, book reviews, Learning Space Spotlights, and field reports



<http://libjournal.uncg.edu/jls/index>

Journal of Learning Spaces

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FONT SIZE



<http://libjournal.uncg.edu/jls/user/register>

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Journal of Learning Spaces:

<http://libjournal.uncg.edu/jls/index>

Thank you!



VIEW OF NORTH FACE OF EXISTING TOWER WITH ADDITION